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# SONIA

PHOTO STORIES FOR  
LEARNERS OF ENGLISH  
AS A SECOND LANGUAGE



Ministry of  
Citizenship  
and Culture

## People in the photo stories



Sonia Diaz — came to Canada from Buenos Aires.



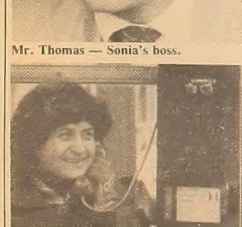
Alberto Diaz — Sonia's brother.



Mr. Thomas — Sonia's boss.



Jonah Elliott — Sonia's English teacher.



Anna — Alberto's wife.



Donna Dupont — cashier at the restaurant where Sonia works.



Mr. and Mrs. Diaz — Sonia's parents.

This is a collection of photo stories which were taken from the newspaper "Newcomer News". The purpose of these stories is to help you learn practical English. Along with each photo story there is a page of exercises about the story. The exercises are designed so that you can do them without help from a teacher. The answers to the exercises are on the last two pages (page 23 and 24), but you will learn much more if you try very hard to complete each exercise before looking at the answer key.

If you read all the stories carefully and do the exercises then I am sure your English will improve.

### ITALIAN

Questa è una raccolta di foto - racconti tratti dal giornale "Newcomer News". Lo scopo di questi racconti è quello di aiutarvi ad imparare l'inglese comune. Una serie di esercizi accompagna ogni racconto. Questi esercizi sono stati preparati in tal modo da poter essere fatti senza l'aiuto di un insegnante. Troverete le risposte corrette alle domande degli esercizi nelle ultime due pagine del volume (pag. 23 e 24); tuttavia imparerete molto di più se completerete da soli gli esercizi prima di controllare le risposte.

Se leggerete attentamente tutti i racconti e se completerete gli esercizi approfondirete, senza dubbio, la vostra conoscenza dell'inglese.

### PORTUGUESE

As histórias seguintes foram tiradas do jornal para recém-chegados "Newcomer News" e foram publicadas para o ajudarem na prática e aprendizagem do inglês quotidiano. A seguir a cada história encontrará uma página de exercícios sobre a mesma. Estes estão feitos de uma forma tal que, poderá efectuar - los sem a ajuda de um professor. As respostas aos exercícios estão dadas nas duas últimas páginas (pág. 23 e 24), no entanto, muito mais se tentar completar cada exercício antes de consultar a lista de respostas.

Se ler todas as histórias cuidadosamente e fizer todos os exercícios, estou certo que melhorará consideravelmente o seu conhecimento da língua inglesa.

### SPANISH

Esta es una colección de historias en fotografía sacadas del periódico "Newcomer News". El propósito de estas historias en fotografía es ayudarle a usted a aprender inglés práctico. Junto con cada historia en fotografía hay una página de ejercicios acerca de la historia. Se arreglan los ejercicios de tal manera que usted puede hacerlos sin la ayuda del profesor. Las respuestas de los ejercicios se encuentran en las últimas dos páginas (páginas 23 y 24), pero usted aprenderá mucho más si hace todo lo posible por terminar cada ejercicio antes de mirar las respuestas.

Si usted lee todas las historias con cuidado y hace los ejercicios, estoy seguro que su inglés mejorará.

### CHINESE

這是一從新移民消息報收  
集的一本攝影故事集，每  
個故事的主旨是幫助你們  
學習實用英語。每一頁，  
攝影故事都附有一頁練習  
題，你可以自選一題，在  
題後老師的幫助下，努力  
完成。這兩頁，如果你能  
從這四個練習題中，再選  
定一個，完成它，並細讀  
到最後，你所做的練習，  
一定會進步。

Teachers: see pages 25 and 26.



# SONIA

## ARRIVES IN CANADA

Sonia is arriving on Flight 362 from Buenos Aires.



1.



May I see your passport, please?

2.



Immigration is this way.

3.



What's this?

It's a present for my brother.

5.



Half an hour later.

6.



Is someone meeting you?

Yes, my brother is.

4.



Is something wrong?  
Can I help you?

My brother  
isn't here.

7.



Do you have his tele-  
phone number? We can  
call him.

Yes, here's  
his address  
and phone number.

8.



There's no answer.  
He's on his way.

9.



Don't worry Sonia.  
We'll find him.

10.



There he is. Alberto!

11.



12.



## STORY 1.

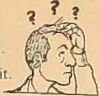
## D. WRITING

## A DID YOU UNDERSTAND THE PHOTO STORY?

Read the following sentences.

If the sentence is true (yes) put a T beside it.

If the sentence is false (no) put an F beside it.



- \_\_\_\_\_ 1. Sonia is from Bolivia.
- \_\_\_\_\_ 2. Sonia flew with American Airlines.
- \_\_\_\_\_ 3. Sonia didn't have a passport.
- \_\_\_\_\_ 4. Sonia waited because the airplane was late.
- \_\_\_\_\_ 5. Alberto was late.
- \_\_\_\_\_ 6. Alberto is Sonia's husband.
- \_\_\_\_\_ 7. Sonia waited for a few minutes.
- \_\_\_\_\_ 8. A friendly man helped her.
- \_\_\_\_\_ 9. He telephoned Alberto.
- \_\_\_\_\_ 10. Alberto answered the phone.
- \_\_\_\_\_ 11. Sonia was worried.
- \_\_\_\_\_ 12. Alberto didn't arrive.

## B. NEW WORDS

Draw an arrow to the correct picture.

1. car	
2. bus	
3. suitcase	
4. airplane	
5. purse	
6. package	
7. sign	
8. boots	
9. tie	
10. suit	
11. train	
12. ship	

## C. FINISH THE SENTENCE

There's no answer.  
Maybe he's on his way.



Beside each picture there are some words and sentences.  
Finish the sentences by putting the correct words in the blanks.

(a) receiver unhappy at home

where he is ~~worried~~ worried.1. Sonia looks worried.

2. Sonia is \_\_\_\_\_.

3. Alberto isn't \_\_\_\_\_.

4. She doesn't know \_\_\_\_\_.

5. The man is holding the telephone \_\_\_\_\_.

(b) happy a kiss each other

together again

1. Sonia is \_\_\_\_\_.

2. She is going to give Alberto \_\_\_\_\_.

3. They are happy to see \_\_\_\_\_.

4. Alberto and Sonia are \_\_\_\_\_.

(a) This is Sonia's story. Circle the correct word.

Example: Sonia (are, is) 23 years old.

## Sonia's Story

Sonia (is, am, are) from Argentina. She (speak, speaks, talk) Spanish. In Argentina, she (live, lived, is) in Buenos Aires. Buenos Aires (has, does, is) a big city. Now, she (lives, living, lived) in Toronto. Toronto is a big city too. Sonia (came, comes, leave) to Canada in April, 1977. She flew with American Airlines. She came (from, to in) Canada alone. Her brother, Alberto, met her (on, to, at) the airport. She (is, was, were) happy when she saw him. Afterwards, they went (in, at, to) his house. They (talking, talked, talk) to friends and (had, has were) a good time.

Sonia's parents (are, is, am) in Argentina but her brother and sister-in-law (is, are, am) in Canada. Sonia (write, writes, writing) her parents once a week. She misses them very much but she (liking, like, likes) Canada and wants to stay here.

(b) Now write your story.

Example: My name is Manuel Santos. I am from Portugal etc.

## Your Story

My name is \_\_\_\_\_ . I am from \_\_\_\_\_ . I speak \_\_\_\_\_

In \_\_\_\_\_ , I lived in \_\_\_\_\_

(city) Now, I live in \_\_\_\_\_ (city) . I came to Canada in \_\_\_\_\_

, 19 \_\_\_\_ . I flew with \_\_\_\_\_ (airlines) . I came to Canada \_\_\_\_\_

(alone, with my husband etc.) \_\_\_\_\_ met me \_\_\_\_\_

at the airport. My parents are in \_\_\_\_\_ . Canada is my home now.

## E. OCCUPATIONS

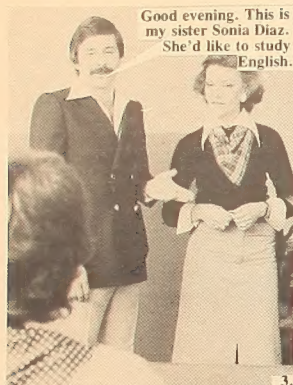
Make a sentence by joining the words on the left with the correct words on the right.

- |                           |       |                              |
|---------------------------|-------|------------------------------|
| 1. A mechanic             | _____ | serves food on an airplane   |
| 2. A pilot                | _____ | repairs cars                 |
| 3. A stewardess           | _____ | flies an airplane            |
| 4. A travel agent         | _____ | checks travellers passports  |
| 5. An Immigration Officer | _____ | sells airplane tickets       |
| 6. A Customs Inspector    | _____ | writes for a newspaper       |
| 7. A journalist           | _____ | takes pictures               |
| 8. A photographer         | _____ | inspects travellers' luggage |



# SONIA

## GOES TO ENGLISH CLASS



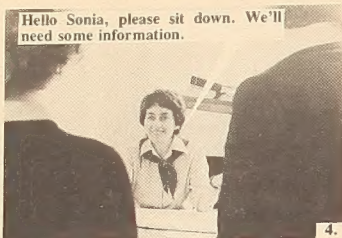
3.



1.



2.



4.

### The Registrar asked Sonia:

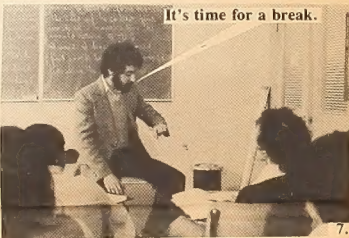
How do you spell your last name?  
Are you married?  
What's your address?  
Is that an apartment or a house?  
Have you studied English before?  
How long did you study English?  
How many years did you attend school in your country?  
How long have you been in Canada?



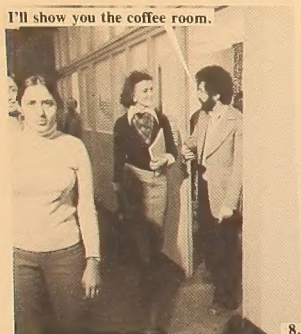
5.



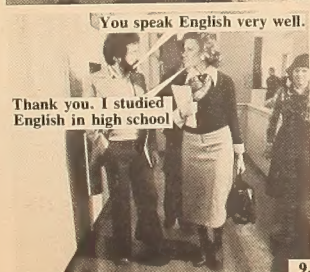
6.



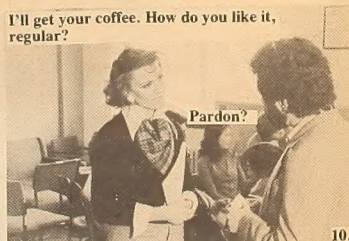
7.



8.



9.



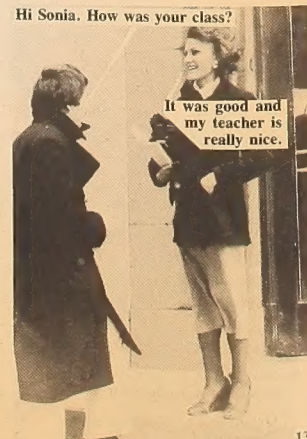
10.



11.



12.



13.



# STORY 2.

## WHAT ARE THEY WEARING?

Put each word in the correct blank.

### A. DID YOU UNDERSTAND THE PHOTO STORY?

Read the following sentences.

If the sentence is true (yes) put a T beside it.

If the sentence is false (no) put an F beside it.

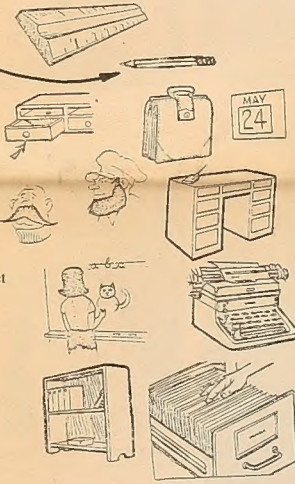


- \_\_\_\_\_ 1. Sonia wants to study French.
- \_\_\_\_\_ 2. Sonia is looking for a job.
- \_\_\_\_\_ 3. She wants to work in the office.
- \_\_\_\_\_ 4. She wants to study English.
- \_\_\_\_\_ 5. Alberto wants to study English too.
- \_\_\_\_\_ 6. Alberto introduced Sonia to the registrar.
- \_\_\_\_\_ 7. Sonia gave some information to the registrar.
- \_\_\_\_\_ 8. Mr. Elliot is a student.
- \_\_\_\_\_ 9. He is unfriendly.
- \_\_\_\_\_ 10. Sonia doesn't like Mr. Elliot.
- \_\_\_\_\_ 11. Sonia doesn't like regular coffee.

### B. NEW WORDS

Draw an arrow to the correct picture.

1. pencil
2. ruler
3. beard
4. moustache
5. desk
6. blackboard
7. drawer
8. briefcase
9. bookshelves
10. filing cabinet
11. calendar
12. typewriter



### E. HOW DO YOU LIKE YOUR COFFEE?

black  
regular  
just sugar  
just cream

double cream, no sugar  
double sugar, no cream  
double, double  
I prefer tea



Example: + + = regular

1. + + = \_\_\_\_\_
2. + + = \_\_\_\_\_
3. + + = \_\_\_\_\_
4. + + = \_\_\_\_\_
5. + + = \_\_\_\_\_
6. + + = \_\_\_\_\_
7. + + = \_\_\_\_\_

### C. WRITING

The registrar asked Sonia some questions.

The answers are below.

Now you put the correct question in the blank.

1. Question: \_\_\_\_\_ ?  
Answer: 277 Brunswick Avenue.
2. Question: \_\_\_\_\_ ?  
Answer: I attended school for 12 years.
3. Question: \_\_\_\_\_ ?  
Answer: No, I'm not.
4. Question: \_\_\_\_\_ ?  
Answer: Yes, I have.
5. Question: \_\_\_\_\_ ?  
Answer: It's an apartment.
6. Question: \_\_\_\_\_ ?  
Answer: For 3 years in high school.
7. Question: \_\_\_\_\_ ?  
One month.

### F. PUT EACH WORD IN THE CORRECT BLANK.

The photo story will help you.

attends	students
regular	office
cream	pardon
careful	break
information	register

1. Sonia doesn't take \_\_\_\_\_ in her coffee.
2. The coffee is very hot. Please be \_\_\_\_\_.
3. Sonia \_\_\_\_\_ school 5 days a week.
4. \_\_\_\_\_? I don't understand.
5. Many people like their coffee \_\_\_\_\_.
6. Before you begin English classes, you have to \_\_\_\_\_.
7. There are 20 \_\_\_\_\_ in Sonia's class.
8. It's time to relax. Take a \_\_\_\_\_.
9. The registrar needed \_\_\_\_\_ from Sonia.
10. The registrar is in the \_\_\_\_\_.



sports jacket  
sweater  
blouse  
shirt  
earring  
skirt  
pants  
scarf



# SONIA

## LOOKS FOR A JOB



Yes... 77 Bloor Street...  
2 pm... Mr. Tomas.  
I'll be there.





# STORY 3.

## D. WHERE???

Put each word in the correct blank.

on, in, in front of, under, between, beside in

## A. DID YOU UNDERSTAND THE PHOTO STORY

Read the following sentences.

If the sentence is true, put a T beside it.

If the sentence is false put an F beside it.



- \_\_\_\_\_ 1. Alberto wants to find a job.
- \_\_\_\_\_ 2. Sonia hasn't worked as a waitress before.
- \_\_\_\_\_ 3. Mr. Tomas called Sonia about the ad in the newspaper.
- \_\_\_\_\_ 4. The restaurant is on Bloor Street.
- \_\_\_\_\_ 5. Sonia went to the restaurant alone.
- \_\_\_\_\_ 6. The cashier didn't speak to Sonia.
- \_\_\_\_\_ 7. The cashier was friendly.
- \_\_\_\_\_ 8. Sonia asked Mr. Tomas some questions.
- \_\_\_\_\_ 9. Sonia was nervous.
- \_\_\_\_\_ 10. She hopes she gets the job.
- \_\_\_\_\_ 11. Mr. Tomas wants her to start on Monday.
- \_\_\_\_\_ 12. Sonia isn't happy about her new job.

1. The plant is \_\_\_\_\_ the corner.
2. The end table is \_\_\_\_\_ the sofa and the plant.
3. They are sitting \_\_\_\_\_ the sofa.
4. The coffee table is \_\_\_\_\_ the sofa.
5. The magazine is \_\_\_\_\_ the newspaper.
6. Sonia is sitting \_\_\_\_\_ Alberto.



## B. NEW WORDS

Put each word in the correct blank.

- |                    |  |
|--------------------|--|
| <i>job</i>         | 1. Sonia has an _____ with Mr. Tomas.                  |
| <i>appointment</i> | 2. Sonia wants to find a _____.                        |
| <i>experience</i>  | 3. Sonia has a job _____ at 2 p.m.                     |
| <i>necessary</i>   | 4. She feels _____.                                    |
| <i>interview</i>   | 5. She can _____ the job on Monday.                    |
| <i>nervous</i>     | 6. She has to work _____.                              |
| <i>patio</i>       | 7. If the restaurant is busy she has to work _____.    |
| <i>start</i>       | 8. Sonia doesn't have any _____ as a waitress.         |
| <i>overtime</i>    | 9. Experience isn't _____ for this job.                |
| <i>apply</i>       | 10. There are a lot of tables and chairs on the _____. |
| <i>weekends</i>    | 11. Alberto didn't _____ for the job.                  |

## C. CONVERSATION

Here are four expressions which we often use in English. See if you understand them by putting the correct expression in the conversation.

*Good luck* I'll let you know  
*How did it go?* Please have a seat

1. Maria: Hi Sonia. Where are you going?  
 Sonia: To a job interview.  
 Maria: That's great. Are you nervous?  
 Sonia: A little.  
 Maria: Well, \_\_\_\_\_!
2. Sonia: Excuse me. I'm looking for the manager.  
 Secretary: I'm sorry but he's busy now.  
 Sonia: Can I wait till he's free?  
 Secretary: \_\_\_\_\_ Sure, over there.
3. Carla: Hi Sonia. What did you do today?  
 Sonia: I went to a job interview.  
 Carla: Oh, \_\_\_\_\_?  
 Sonia: I'm not sure. I'll know tonight.
4. Lillian: Can you and Alberto come for dinner on Friday?  
 Maria: We'd like to but I don't know if we can get a babysitter.  
 Lillian: Well, give me a call when you know for sure.  
 Maria: O.K., \_\_\_\_\_ tomorrow.

## E. INFORMATION

Here are some typical job ads. Beside each ad there is a short explanation.

**PLUMBER**, licence necessary. Knowledge of Greek helpful. 111-2200.

You need a plumber's licence. You don't have to know Greek but it helps.

**WAITRESSES**, full time, no experience necessary, we will train. Crown Cafe, 552 Grand Avenue.

You have to work all day. You don't need experience, they will teach you.

**TYPIST**, experienced, knowledge of Italian an asset, ABC Export Company, 111-2332.

You need experience. You don't have to know Italian but it helps.

**PLUMBER** wanted, steady work, own tools and car are needed. 111-5100.

The job isn't temporary. It's for a long time. You have to have tools and a car. They won't give them to you.

**HAIRDRESSER**, experience required. English not necessary. 111-3124.

You need experience.

**DRIVER**, 5'10", married, car essential, knowledge of the city necessary, Italian speaking. Apply in person after 7 p.m., 23 Main Street.

You have to be 5'10" tall or more, and you have to be married. You have to have a car. You have to know Italian. To apply you have to go there. Don't telephone or write a letter.

## F. OCCUPATIONS

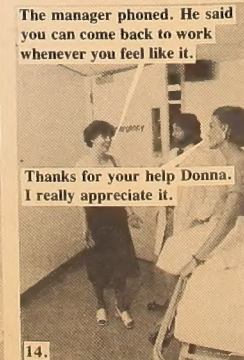
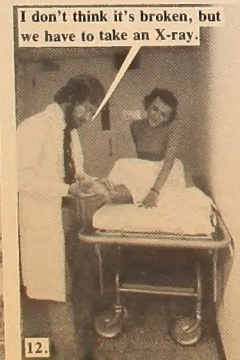
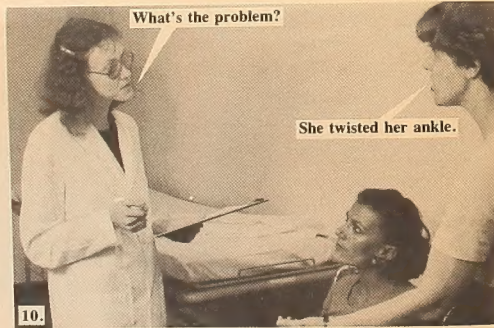
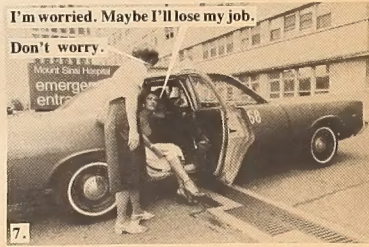
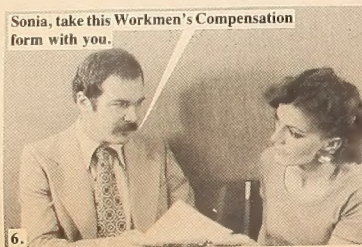
Make a sentence by joining the words on the left with the correct words on the right.

1. A cashier \_\_\_\_\_ is a woman who serves food in a restaurant.
2. A waitress \_\_\_\_\_ operates a cash register.
3. A waiter \_\_\_\_\_ prepares food.
4. A bartender \_\_\_\_\_ is a man who serves food in a restaurant.
5. A busboy \_\_\_\_\_ mixes drinks.
6. A manager \_\_\_\_\_ cleans off the tables.
7. A cook \_\_\_\_\_ supervises a business.



# SONIA

## INJURED AT WORK





# STORY 4.

## A. DID YOU UNDERSTAND THE PHOTO STORY?

Read the following sentences.

If the sentence is true, put a T beside it.

If the sentence is false, put an F beside it.

- \_\_\_\_\_ 1. Sonia had an accident at work.
- \_\_\_\_\_ 2. Sonia doesn't like her job.
- \_\_\_\_\_ 3. Donna is a nurse.
- \_\_\_\_\_ 4. A customer accidentally knocked Sonia over.
- \_\_\_\_\_ 5. Sonia hurt her arm.
- \_\_\_\_\_ 6. The manager told her to go home.
- \_\_\_\_\_ 7. He wanted Sonia to go to the hospital.
- \_\_\_\_\_ 8. Sonia was afraid of losing her job.
- \_\_\_\_\_ 9. The receptionist asked Sonia some questions.
- \_\_\_\_\_ 10. The doctor took an X-ray.
- \_\_\_\_\_ 11. He told Sonia that it wasn't a serious injury.
- \_\_\_\_\_ 12. The manager phoned because he was angry.



## B. NEW WORDS

All the words in the list are parts of the body. Put each word in the correct blank.



1. \_\_\_\_\_ ankle
2. \_\_\_\_\_ wrist
3. \_\_\_\_\_ arm
4. \_\_\_\_\_ neck
5. \_\_\_\_\_ shoulder
6. \_\_\_\_\_ chin
7. \_\_\_\_\_ finger
8. \_\_\_\_\_ hand
9. \_\_\_\_\_ head
10. \_\_\_\_\_ elbow
11. \_\_\_\_\_ knee
12. \_\_\_\_\_ foot
13. \_\_\_\_\_ ear

## C. WRITING

(a) The following sentences are about the photo story. Read them and fill in the blanks.

All of the sentences take this pattern:

\_\_\_\_\_ (verb) to (verb) \_\_\_\_\_

The customer asked Sonia to bring some coffee.

1. The woman told \_\_\_\_\_ to watch out.
2. The manager asked \_\_\_\_\_ to call a cab.
3. The manager wanted Sonia to \_\_\_\_\_ to the hospital.
4. The manager told \_\_\_\_\_ to take the Workmen's Compensation Form with her.
5. The receptionist wanted \_\_\_\_\_ to answer some questions.
6. The receptionist asked Sonia to \_\_\_\_\_ until the nurse called.
7. The doctor told \_\_\_\_\_ to rest.
8. The doctor told Sonia to \_\_\_\_\_ her feet for a few days.
9. Donna told Sonia not to \_\_\_\_\_ about her job.
10. The manager wants Sonia to \_\_\_\_\_ to work.

(b) The following sentences are mixed up. Can you write them correctly?

1. him she to watch out told
2. to rest told Sonia the doctor.
3. asked Sonia the receptionist to wait.
4. had to the doctor an X-ray take.
5. he her a cab to call told.
6. Donna not told Sonia to worry.
7. Sonia wanted her to the hospital to go.
8. was worried Sonia about her job.
9. her ankle Sonia hurt.
10. to the hospital a cab took they.
11. her the receptionist asked some questions.

## D. CONVERSATION



Excuse me.  
I'll be back in a minute.  
Yes ... 77 Bloor Street ...  
2 pm ... Mr. Tomas.  
I'll be there.



(a)

1. Alberto: Where are you going?  
Sonia: To the supermarket. \_\_\_\_\_ in an hour.
2. Alberto: Are you going out?  
Sonia: Yes, \_\_\_\_\_ at about 10 o'clock.
3. Sonia: I'm going to make a phone call \_\_\_\_\_ in a minute.  
Donna: O.K.
4. Sonia: Is the manager in?  
Donna: No. He'll \_\_\_\_\_ at 6 o'clock.

(b)

1. Manager: Can you come tomorrow morning?  
Sonia: Yes, \_\_\_\_\_ at 9 a.m.
2. Donna: The show starts at 9. Don't be late!  
Sonia: Don't worry. \_\_\_\_\_ on time.
3. Secretary: Mr. Diaz would you please remind your wife that her doctor's appointment is at 11 o'clock.  
Alberto: O.K. She'll \_\_\_\_\_.
4. Sonia: Is the repairman going to fix our stove?  
Superintendent: Yes. He \_\_\_\_\_ tomorrow morning.

## E. INFORMATION

### Injury at Work

If you are injured at work, ask for help and tell your employer immediately. Even if the injury is small, tell your employer. He has to keep a record of this in case you have problems later because of this injury. If your injury is bad and you need a doctor, the employer has to provide transportation to the hospital or the doctor. Ask your employer for a Treatment Memorandum. This is a Workmen's Compensation form which you give to the doctor. The employer should send an Employer's Report of Accident to the Workmen's Compensation Board immediately so that you will receive money from them if you can't work.

The important thing is to tell your employer immediately when you have an accident. Also tell someone who works with you. Make sure the employer reports this to the Workmen's Compensation Board.



# SONIA LOOKS FOR AN APARTMENT

Sonia's parents have arrived in Canada. They are living with Sonia's brother, Alberto and his family.

Why don't we look in the newspaper? I'll get it for you.

There are so many!

Let's phone up and then make a list of the good ones.

I want to move out of my brother's apartment. It's too small for all of us.



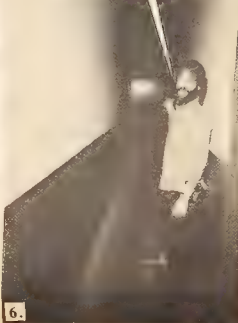
Hello, I'm calling about the room... oh, large — bright — that sounds good. Can I see it sometime this afternoon?



Oh, oh. This doesn't look too good.



The room is down here.



I'm sorry, but this isn't what I'm looking for.



This looks better.



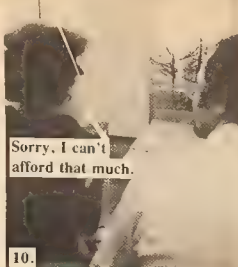
Hello, I'm here about the bachelor apartment.

Sorry. It's just been rented, but we have a larger one. Do you want to see it?



This is beautiful! How much is it?

\$250 a month.



Sorry, I can't afford that much.

TELEPHONE

Donna, I'm getting discouraged.



Don't give up. It takes a long time to find something good.

The room is very clean and quiet. You share the kitchen and bathroom with 2 other girls.



This is great! I'll take it.



Hi Donna, I'm so happy. I finally found the right place.



# STORY 5.

## B. NEW WORDS

Put each word in the correct blank.

### A. DID YOU UNDERSTAND THE PHOTO STORY?

Read the following sentences.  
If the sentence is true put T beside it.  
If the sentence is false put F beside it.



- Sonia wants to live with Donna.
- Alberto's apartment is too small.
- Donna helped Sonia look for a place to live.
- Sonia looked for a job in the newspaper.
- The first room was very nice.
- The bachelor apartment wasn't nice.
- Sonia can't afford \$250 a month.
- Sonia felt discouraged when she phoned
- Sonia's new room is very bright.
- She likes this room.
- She has to share the kitchen and bathroom.

Donna

### C.

Here are three typical ads. Most ads use abbreviations (example: apt. = apartment).

BLOOR-Spadina, lrg. 3-bdrm. suite, modern adult bldg., fully equipped, \$420 mo., utl. incl., avail. immed. call 961-5478.
COLLEGE-Bathurst, 4 rm. bsmt. apt. close to TTC, \$240 mo., 1st & last mo., 965 - 2345 evgs. & wkends
SHERBOURNE-Gerrard, bright clean bedsit. rm., furn., share kitchen & bath., \$35 wk., 921 - 8346 after 6.

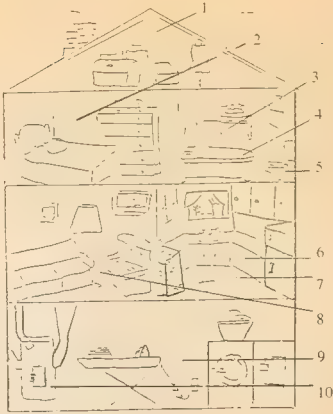
Match the abbreviation with the correct word.

apt	large
lrg.	bedroom
bldg.	apartment
bdrm.	month
utl. incl.	evenings
mo.	building
evgs.	week
wkends.	utilities included
bsmt.	furnished
bath.	room
avail.	bathroom
rm.	available immediately
furn.	bedsitting
wk.	basement
bedsit.	weekends

### E. INFORMATION

Are you looking for a place to live? Below are some words and expressions which are often used in newspaper ads for apartments or rooms.

- bachelor apartment** — usually one room with a small kitchen and bathroom.
- junior one bedroom** — small one bedroom apartment.
- suite** — an apartment.
- flat** — an apartment, usually in a house and you have to share the kitchen or bathroom.
- bedsitting room** — usually a furnished room with a sofa bed.
- self-contained** — you have a **private** kitchen and bathroom.
- share bathroom/kitchen** — not private, other people have to use it.
- Adult building** — no children.
- available immediately/now** — you can move in right away.
- close to TTC** — near the subway, bus or street car.
- utilities included/paid** — you don't have to pay for hydro (electricity) gas or water.
- fully equipped/all appliances** — the kitchen has a stove and refrigerator.
- lease** — you have to sign a contract.
- first and last month** — you have to pay the first month's rent and the last month's in **advance**



### D. READING AND WRITING

Roberto lives in a small room in an old house. He doesn't like it because he has to share the bathroom and it's always dirty. But there are some advantages. The house is close to the subway and the rent is cheap. He pays \$18 a week.  
Mrs. Lee has a one bedroom apartment. The building is about 20 years old and is for adults only. It's very clean but the closest subway is 4 blocks away. She pays \$200 a month.  
Carmen and her husband live in a modern hi-rise which has a sauna and swimming pool. They have a large 2 bedroom apartment with a balcony on the tenth floor. They are far from the subway and pay \$360 a month plus utilities.

#### Your Place

I live in \_\_\_\_\_ in \_\_\_\_\_  
(a room, an apartment, etc.) (a house, hi-rise, etc.)  
The building is \_\_\_\_\_ and \_\_\_\_\_  
(modern, old, etc.) (clean, dirty, etc.)  
It's \_\_\_\_\_ the subway. I pay \_\_\_\_\_.  
(far from, close to)

### EXERCISE

Circle the correct answer

- Roberto's building is (*old, older, newer*) than Mrs. Lee's.
- Mrs. Lee's building is (*clean, cleaner, cleanest*) than Roberto's.
- Carmen's apartment is (*big, smaller, bigger*) than Mrs. Lee's.
- Carmen's building is (*older, smaller, newer*) than Roberto's.
- Mrs. Lee is (*closer, farther, close*) to the subway than Carmen.
- Mrs. Lee isn't (*closer, farther, close*) to the subway than Roberto.
- Mrs. Lee is (*far, farther, close*) from the subway than Roberto.
- Roberto's place is the (*cheaper, most expensive, cheapest*) of the three.
- Roberto's place is also the (*dirtiest, dirty, dirtier*) of the three.
- Carmen has the (*larger, largest, big*) one.

### F. WHICH PICTURE?

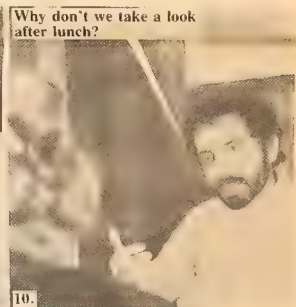
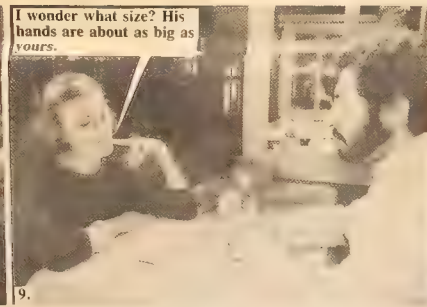
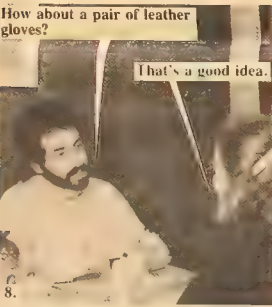
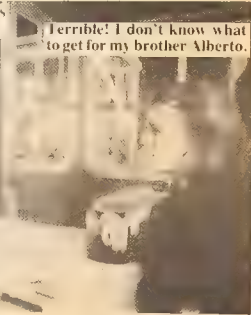
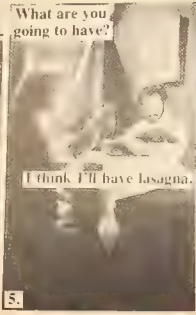
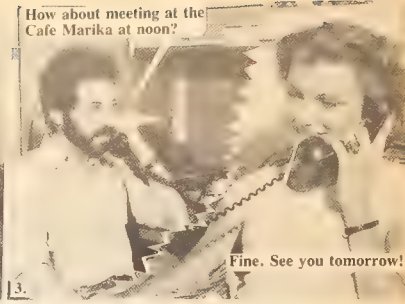
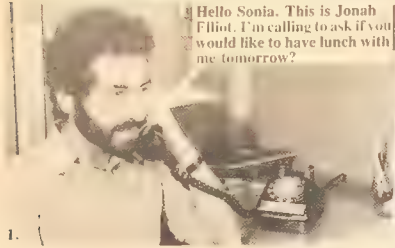
Each of these sentences tells something about one of the pictures in the photo story. Can you tell which picture it is?

- Sonia is looking at the ads in the newspaper.
- The landlord is standing in a dark hallway.
- Sonia is phoning about the ad in the newspaper.
- The room looks terrible.
- Sonia likes the room but it's too expensive.
- The landlady is talking to Sonia on the porch.
- Donna is getting up from the table.
- Sonia is walking towards the hi-rise apartment building.
- Sonia is walking towards the old house.
- The room is just right.





# SONIA GOES CHRISTMAS SHOPPING



After lunch:



continued on page 14

STORY 6.

B. NEW WORDS

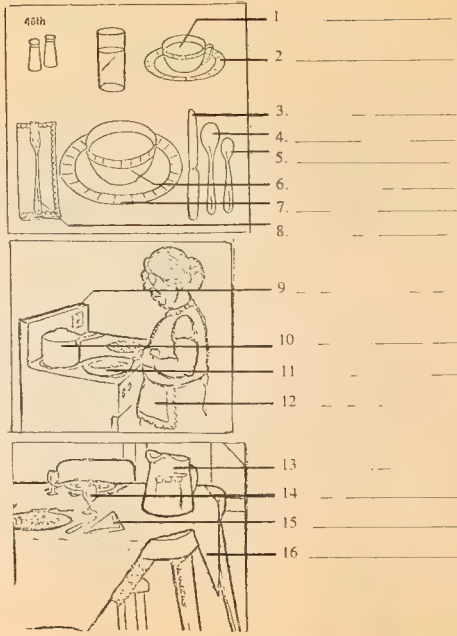
Write each word in the correct blank.

A. DID YOU UNDERSTAND THE PHOTO STORY?

Read the following sentences.  
If the sentence is true put T beside it.  
If the sentence is false put F beside it.



- 1. Jonah Elliot wants to have lunch with Sonia.
- 2. Sonia doesn't want to go.
- 3. They're going to meet at the Cafe Marika.
- 4. Sonia was on time.
- 5. Jonah Elliot needs a pair of gloves.
- 6. Sonia doesn't know what to buy for Alberto.
- 7. They went to a department store.
- 8. Sonia bought some gloves for Jonah Elliot.
- 9. She bought a pair of gloves for Alberto.
- 10. Anna bought the same gloves for Alberto.
- 11. Sonia took hers back.
- 12. Sonia asked for a cash refund.
- 13. The store didn't give her a refund.
- 14. Sonia was unhappy because she doesn't like Christmas shopping.
- 15. She's going to take the family to a restaurant.

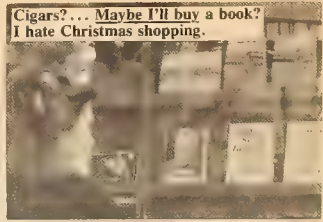
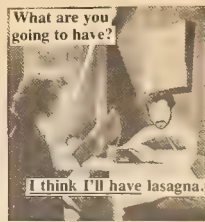


- teaspoon
- tablespoon
- cup
- saucer
- knife
- pot
- stove
- fork
- soup bowl
- apron
- plate
- napkin
- tablecloth
- glass
- frying pan
- pitcher

C. CROSSWORD PUZZLE



D. CONVERSATION



ACROSS

- 1. The gloves Sonia bought were made of -----.
- 10. What colour? We have brown -- black.
- 13. Same length as 2.54 cm.
- 17. -- I win, I'll be rich.
- 20. Aid
- 25. Which do you prefer? --- or coffee?
- 28. Opposite to out
- 30. Pleasant, pretty
- 36. They keep your hands warm.
- 42. How do you ---- today?

DOWN

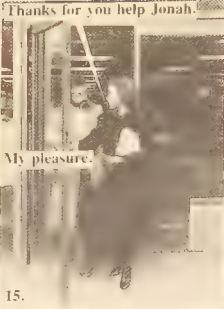
- 2. Return a purchase for something else.
- 4. I'd like -- get a refund.
- 5. Abbreviation for hour
- 7. Some stores don't give -----
- 8. Present
- 16. Personal pronoun for a man
- 31. Sick
- 32. Abbreviation for company
- 33. December 24 is Christmas ---.
- 35. A pair -- gloves

Fill in the blanks. The pictures will help you.

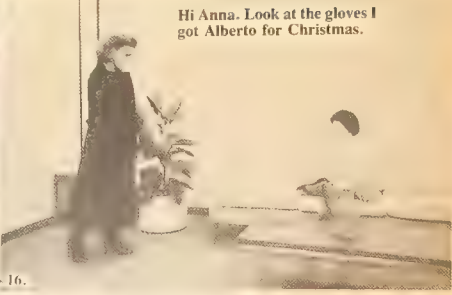
- 1. Sonia: What are you going to have?  
Donna: I think \_\_\_\_\_ a hamburger.
- 2. Alberto: What are you going to order?  
Sonia: I'm not sure. I think \_\_\_\_\_ a salad.
- 3. Donna: What are you going to do tonight?  
Sonia: I don't know. I think \_\_\_\_\_ home.  
Are you going out?  
Donna: Probably not. I think \_\_\_\_\_ T.V.
- 4. Alberto: What's for supper?  
Maria: I don't know yet. Maybe \_\_\_\_\_ spaghetti.
- 5. Alberto: Where are you going on your vacation?  
Manuel: Maybe \_\_\_\_\_ to Miami for a few weeks. How about you?  
Alberto: Maria wants to visit her mother, so maybe we \_\_\_\_\_ to Argentina.
- 6. Donna: Are your parents going to stay in Canada?  
Sonia: They aren't sure. Maybe they \_\_\_\_\_ here.



These feel fine.



Later, with her sister-in-law:



Oh no! They're exactly the same as the ones I got him.

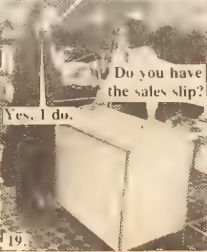


Never mind. I'll take mine back.



The next day:

I thought these gloves here and I'd like to get a refund.



Would you like to exchange the gloves for something else.



Do you want a cash refund or a credit?



Thank you. Sorry for the trouble.



Now what? Every Christmas it's the same old problem.



Cigars? . . . Maybe a book? I hate Christmas shopping.



The most important part of Christmas is getting together with the family and having a warm, happy time.



That's it! Instead of buying gifts, I'll take the whole family out to dinner.



## E. WRITING

I wonder what size? His hands are about as big as yours.



Oh no! They're exactly the same as the ones I got him.



(a)

1. Alberto wears size 7 gloves. Jonah wears size 7 too. Jonah's hands are as \_\_\_\_\_ as Alberto's.
2. Donna is 23 years old. Sonia is 23 too. Sonia is as \_\_\_\_\_ as Donna.
3. Mr. Tomas is 183 cm tall. Alberto is 183 cm too. Alberto is as \_\_\_\_\_ as Mr. Tomas.
4. Anna's friend weighs 48 kilograms. Anna does too. Anna is as \_\_\_\_\_ as her friend.
5. Sonia's boots cost \$75. They were expensive. Donna's boots cost \$75 too. Donna's boots were as \_\_\_\_\_ as Sonia's.

(b) Size height weight age price

1. Jonah's hands are the same \_\_\_\_\_ as Alberto's.
2. Sonia is the same \_\_\_\_\_ as Donna.
3. Alberto is the same \_\_\_\_\_ as Mr. Tomas.
4. Anna is the same \_\_\_\_\_ as her friend.
5. Donna's boots are the same \_\_\_\_\_ as Sonia's.

(c)

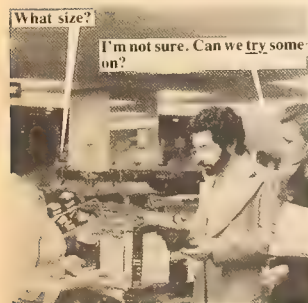
Each of the verbs below are *separable*.

The example will show you what this means.

Example: (i) Please *pick up* your books.(ii) Please *pick* your books *up*.

Both ways are correct. Now fill in the blanks with one of the verbs below.

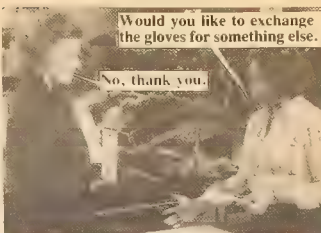
try on      try . . . . . on  
put on      put . . . . . on  
turn on      turn . . . . . on



1. Jonah wants to \_\_\_\_\_ some gloves.
2. It's cold. Sonia is going to \_\_\_\_\_ her sweater.
3. It's cold. Sonia is going to \_\_\_\_\_ the furnace.
4. Sonia's sweater is on the chair. She's going to \_\_\_\_\_ it.
5. Sonia likes the shoes in the store window. She's going to \_\_\_\_\_ them.
6. Sonia wants to watch T.V. She's going to \_\_\_\_\_ it.

(d)

Put each of the expressions in the correct blank.

Remember that *some* changes to *any* in a negative sentence.Example: I want *something* to eat.I *don't* want *anything* to drink.

something else  
somewhere else  
someone else  
somebody else

anything else  
anywhere else  
anyone else  
anybody else

1. Sales Lady: This is a nice blouse.  
Sonia: Yes, but I don't like the colour. Do you have some \_\_\_\_\_ else?
2. Secretary: I'm sorry but the manager isn't in now.  
Sonia: Well, then can I speak to some \_\_\_\_\_ else?
3. Travel Agent: Mexico will cost you \$420 return.  
Sonia: I can't afford that. I guess I'll go some \_\_\_\_\_ else.
4. Sonia: Do you have any different shoes.  
Sales Lady: I'm sorry. We don't have any \_\_\_\_\_ else.
5. Alberto: Let's go to the library.  
Anna: I'm tired. I don't want to go any \_\_\_\_\_ else.
6. Anna: Who did you talk to at the party?  
Sonia: Manuel and Maria. I didn't talk to any \_\_\_\_\_ else.

(e)

Else?? Else??

1. Teacher: A banana is a fruit. What *else* is a fruit.  
Student: an apple.
2. Teacher: Pierre Trudeau is the leader of a country. Who *else* is the leader of a country.  
Student: *Fidel Castro*, \_\_\_\_\_.
3. Teacher: You can buy groceries at Dominion. Where *else* can you buy groceries.  
Student: *Food City*, \_\_\_\_\_.

## F. CONVERSATION

Yesterday Sonia went into a clothing store downtown. This is what happened.

Salesman: Can I help you?

Sonia: No thanks, I'm just looking.

Salesman: What are you looking for? Perhaps I can help?

Sonia: Uh . . . I'm interested in a blouse.

Sales: What size?

Sonia: I think . . . 12.

Sales: All the 12's are right over here. Here's a very nice one.

Sonia: Yes, but I don't like the colour.

Sales: What colour do you want?

Sonia: I'm not sure. Maybe . . .

Sales: This red one would look great on you. Try it on.

Sonia: No thanks. I don't really care for red.

Sales: Blue?

Sonia: No, I don't think so.

Sales: Maybe one of our short - sleeved blouses would interest you?

Sonia: No.

Sales: How about a sweater. We're having a sale on sweaters.

Sonia: No thanks. I think I'll just look around.

Sales: By all means. Call me if you need any help.

Sonia: O.K.



# SONIA'S PARENTS

## Adjusting to life in Canada

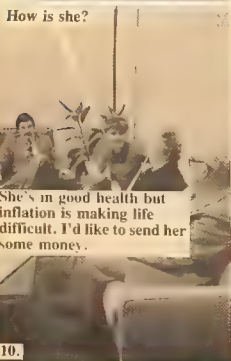
A toast to the world's best parents.



1. Why don't you telephone her?



2. Telephone! Isn't it too expensive?



3. How is she?

4. On Sundays it's cheaper. I'll make the call right now.



5. Ok. I can take you to the bank tomorrow and we'll get the money order.



6. I'd like to get an international money order please.



14.

Cheers!



2.

Salud!

It's nice to be with my children but sometimes I get homesick.

She especially misses her sister Carmen.



7. Person to person, to Carmen Rodriguez, 429-59672.



8. We're all fine. How is everything with you?



9. We can get you a senior citizens' reduced fare card at city hall.



13.

6. Operator, I'd like to make a call to Buenos Aires, Argentina.

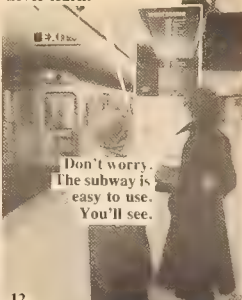


6. Hello Carmen — Yes! I'm calling from Canada.



The next day:

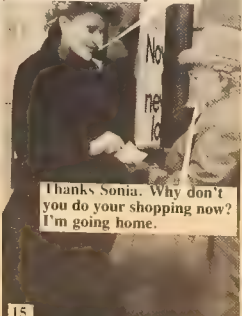
It looks complicated. I'll never learn.



12.

Don't worry. The subway is easy to use. You'll see.

Mail this to Aunt Carmen. She can cash it at any bank.



15.

By yourself?

Sure. The subway is easy to use.



16.

# STORY 7.

## A. DID YOU UNDERSTAND THE PHOTO STORY?

Read the following sentences.

If the sentence is true, put a T beside it.

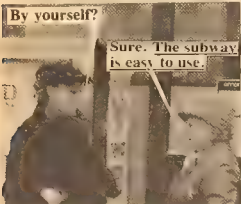
If the sentence is false, put an F beside it



1. Sonia's parents are in Argentina.
2. Sonia's mother feels sick.
3. Sonia's mother doesn't like her sister Carmen.
4. Carmen is Sonia's aunt.
5. Carmen is in Canada.
6. They are going to telephone Carmen.
7. Sonia's mother wants to send her sister some money.
8. Carmen is sick.
9. They are going to get a money order.
10. At first Sonia's mother didn't know how to use the subway.
11. Later, she understood how to use the subway.
12. She wants to go home alone.
13. They didn't get a money order for Aunt Carmen.

## C. WRITING

Select the correct word and put it in the blank.



delicious nice  
cheap expensive  
easy difficult  
buy make  
drive learn  
do

1. The subway is \_\_\_\_\_ to use.
2. It's \_\_\_\_\_ to be with children.
3. English is \_\_\_\_\_ to learn.
4. Caviar is \_\_\_\_\_ to buy.
5. Potatoes are \_\_\_\_\_ to buy.
6. On a hot day, ice cream is \_\_\_\_\_ to eat.
7. Gasoline is expensive to \_\_\_\_\_.
8. A car with automatic transmission is easy to \_\_\_\_\_.
9. Spaghetti isn't difficult to \_\_\_\_\_.
10. Dancing is fun to \_\_\_\_\_.
11. Finding a good job is hard to \_\_\_\_\_.

## E. WHERE CAN I GET IT???

We can get you a senior citizens' reduced fare card at city hall.

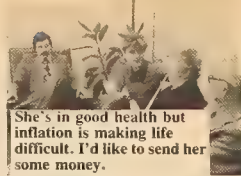


drugstore  
city hall  
L.C.B.O.  
Brewers' Retail  
variety store  
barber shop  
bank  
hardware store  
service station  
optometrist's

## B. NEW WORDS

Beside each picture there are some words and sentences. Select the correct word and put it in the blank.

How is she?



It looks complicated. I'll never learn.



By yourself?



(a) prices sick homesick hard mail

1. Carmen isn't \_\_\_\_\_.
2. \_\_\_\_\_ are going up.
3. Inflation is making life \_\_\_\_\_.
4. She wants to \_\_\_\_\_ Carmen some money.
5. Sonia's mother feels \_\_\_\_\_.

(b) fare map platform difficult cheaper

1. The subway looks \_\_\_\_\_ to use.
2. They are standing on the \_\_\_\_\_.
3. They are looking at a \_\_\_\_\_ of the subway.
4. The subway \_\_\_\_\_ is 7 tickets for \$3.
5. With a senior citizen's reduced fare card the tickets are \_\_\_\_\_.

(c) reduced senior citizen alone simple

1. Sonia's mother is going home \_\_\_\_\_.
2. The subway is \_\_\_\_\_ to use.
3. She is over 65 years old. She is a \_\_\_\_\_.
4. On Sundays, the cost of a long distance telephone call is \_\_\_\_\_.

## D. GET

The word *get* has many different meanings.

Read the examples, they will show you some of the meanings.

Then, read the sentences and write the correct meanings of *get* in the blanks.

Examples:

1. Sometimes, Sonia's mother *gets* homesick. Here, *get* means *become*.
2. I'd like to *get* a money order please. Here, *get* means *buy* or *obtain*.
3. Sonia *gets* a letter from her friend once a week. Here, *get* means *receive*.

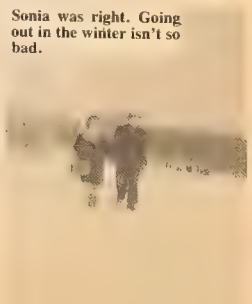
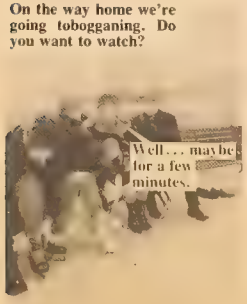
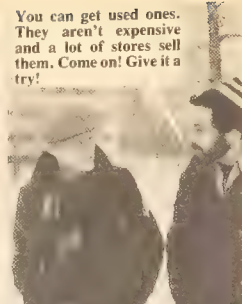
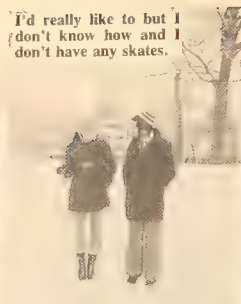
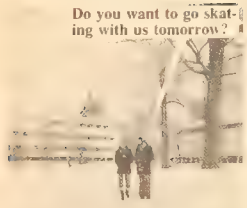
Sentences:

1. We can get you a senior citizens reduced fare card at city hall. \_\_\_\_\_
2. If you smoke too much, you'll get sick. \_\_\_\_\_
3. Sonia is going to get a new blouse at Eatons. \_\_\_\_\_
4. Manuel gets lonely without his wife. \_\_\_\_\_
5. Anna got a dress for her Birthday. \_\_\_\_\_
6. Manuel didn't get any books from the library. \_\_\_\_\_
7. Sonia didn't get a postcard from Argentina. \_\_\_\_\_
8. In November the weather gets colder. \_\_\_\_\_
9. Did you get my message? \_\_\_\_\_
10. Alberto forgot to get me a coffee. \_\_\_\_\_

1. Where can I get a senior citizens reduced fare card? \_\_\_\_\_
2. Where can I get an international money order? \_\_\_\_\_
3. Where can I get a haircut? \_\_\_\_\_
4. Where can I get a hammer? \_\_\_\_\_
5. Where can I get a package of cigarettes? \_\_\_\_\_
6. Where can I get a case of beer? \_\_\_\_\_
7. Where can I get a bottle of whiskey? \_\_\_\_\_
8. Where can I get some gasoline? \_\_\_\_\_
9. Where can I get some cough medicine? \_\_\_\_\_
10. Where can I get a pair of eyeglasses? \_\_\_\_\_



# Sonia enjoys winter



# STORY 8.

## A. DID YOU UNDERSTAND THE PHOTO STORY?

Read the following sentences.

If the sentence is true, put a T beside it.

If the sentence is false, put an F beside it



tired

1. Jonah is going skating tomorrow.
2. Sonia's skates are too small.
3. Jonah is going to buy new skates for her.
4. Used skates are easy to buy.
5. Anna isn't at home.
6. Sonia's parents didn't go out because they were tired
7. Sonia asked them to come to the park with her.
8. Sonia's parents watched her skate.
9. Sonia fell down.
10. She hurt herself.
11. Afterwards they went skiing.
12. Sonia's parents are going home alone.

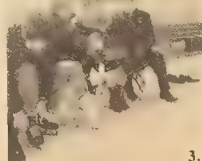
## B. NEW WORDS

Beside each picture there are some words. Put each word in the correct blank.



hill rope wearing waving clothes laughing

1. Sonia's parents are \_\_\_\_\_ goodbye.
2. They are tobogganing down the \_\_\_\_\_
3. Jonah is holding on to the \_\_\_\_\_
4. Jonah is \_\_\_\_\_
5. They are \_\_\_\_\_ warm \_\_\_\_\_
6. They are on the skating \_\_\_\_\_
7. They are \_\_\_\_\_ Sonia \_\_\_\_\_
8. Sonia is \_\_\_\_\_ herself.
9. She is having \_\_\_\_\_
10. She doesn't want to \_\_\_\_\_
11. They are \_\_\_\_\_ their skates.
12. They are sitting on a \_\_\_\_\_
13. There is a \_\_\_\_\_ behind them.
14. They are going \_\_\_\_\_



## C. WRITING

I'd really like to but I don't. (a)  
know how to skate.

Sonia *can't* skate  
Sonia *doesn't* know *how*  
*to* skate  
Sonia *can* speak Spanish  
Sonia *knows* *how*  
*to* speak Spanish



1. Sonia can't speak Chinese.  
Sonia \_\_\_\_\_
2. Sonia can't drive a car.  
Sonia \_\_\_\_\_
3. Sonia can't cook very well.  
Sonia \_\_\_\_\_
4. Sonia can type.  
Sonia \_\_\_\_\_
5. Sonia can dance the tango.  
Sonia \_\_\_\_\_
6. Sonia \_\_\_\_\_  
Sonia knows how to play the guitar
7. Sonia \_\_\_\_\_  
Sonia doesn't know how to swim.
8. Sonia can't make lasagna but she can make spaghetti.  
Sonia \_\_\_\_\_ but she \_\_\_\_\_

(b) Finish the sentences. The words below will help you.

type  
take pictures  
fly an airplane  
cut hair  
cook

fix a car  
repair a toilet  
build kitchen cupboards  
fill out an income tax return  
do many things

1. A mechanic \_\_\_\_\_
2. A secretary \_\_\_\_\_
3. A chef \_\_\_\_\_
4. A pilot \_\_\_\_\_
5. A plumber \_\_\_\_\_
6. A photographer \_\_\_\_\_
7. An accountant \_\_\_\_\_
8. A housewife \_\_\_\_\_
9. A barber \_\_\_\_\_
10. A carpenter \_\_\_\_\_

## D. EXERCISE

Sonia was right.  
Going out in the  
winter isn't so bad.

Going out in the Winter isn't so bad.  
Wearing warm clothes is necessary.

verb ing



1. (skate) \_\_\_\_\_ is fun.
2. (go) \_\_\_\_\_ to the dentist isn't fun.
3. (watch) \_\_\_\_\_ T.V. is interesting.
4. (clean) \_\_\_\_\_ the house isn't interesting.
5. (dance) \_\_\_\_\_ is enjoyable.
6. (wash) \_\_\_\_\_ the dishes isn't enjoyable.
7. (save) \_\_\_\_\_ money is difficult.
8. (spend) \_\_\_\_\_ money is easy.
9. (climb) Mountain \_\_\_\_\_ is dangerous.
10. (play) \_\_\_\_\_ table tennis isn't dangerous.
11. (smoke) \_\_\_\_\_ marijuana is illegal.



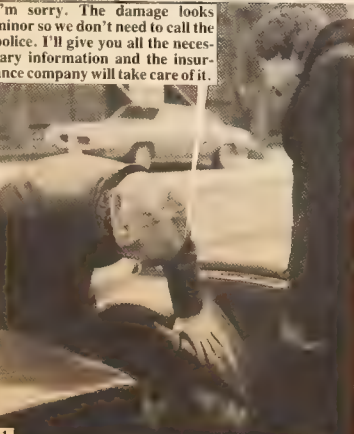
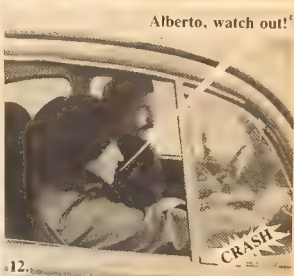
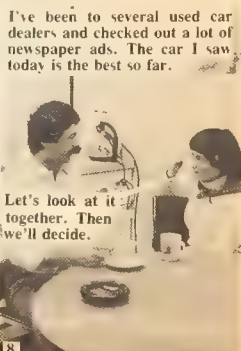
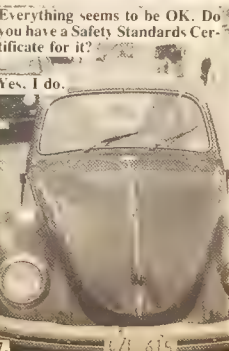
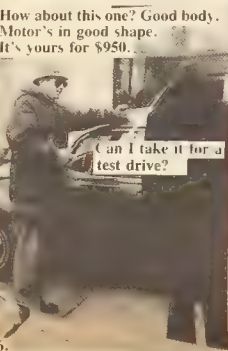
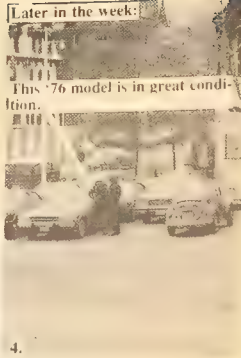
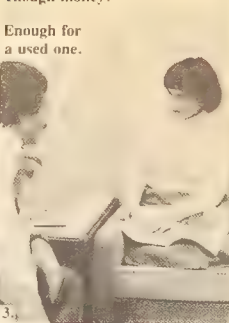
# Alberto buys a car



I'm tired of staying home on weekends. We should buy a car.



I'd like to, but have we saved enough money?



# STORY 9.

## A. DID YOU UNDERSTAND THE PHOTO STORY?

Read the following sentences

If the sentence is true, put a T beside it

If the sentence is false, put an F beside it.



1. Alberto wants to sell his car.
2. He's going to buy a new car.
3. They have enough money for a used car
4. Anna doesn't want to buy a car.
5. Alberto looked at a lot of used cars.
6. Some were too expensive.
7. The car he wants to buy has a safety certificate.
8. Anna didn't look at the car before they bought it
9. They called Sonia because she was sick.
10. Alberto had an accident.
11. It was his fault.
12. He feels upset

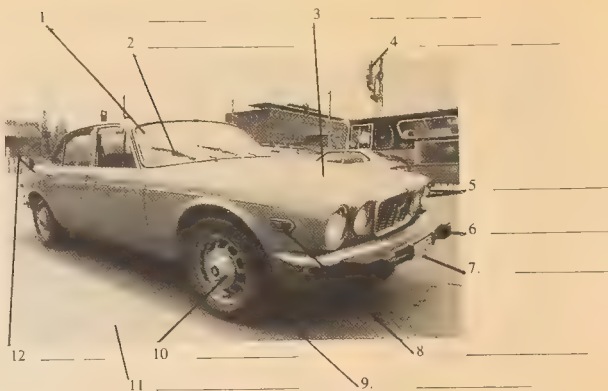
## B. NEW WORDS

Put each word in the correct blank.

ture  
hood  
trunk  
bumper

signal light  
headlight  
traffic light  
licence plate

windshield  
windshield wiper  
sidewalk  
hub cap



## C. USE THE CORRECT WORD

Look at the picture, then circle the correct word.

Picture 1. Alberto is (*looking, dreaming, talking*) about a car.

Picture 2. Anna is sitting on the (*couch, chair, floor*).

Picture 3. Anna has a magazine on her (*back, head, lap*).

Picture 4. Alberto is at a used car (*park, store, lot*).

Picture 5. The car is too (*cheap, expensive, nice*).

Picture 6. The motor is in good (*time, shape, place*).

Picture 7. Alberto is taking the car for a test (*examination, time, drive*).

Picture 8. They are sitting in the (*kitchen, livingroom, bedroom*).

Picture 9. Anna is in a telephone (*house, place, booth*).

Picture 10. They are going (*to, for, on*) a drive.

Picture 11. Sonia is sitting in the (*front, back, side*) seat.

Picture 12. Anna looks (*angry, scared, trouble*).

Picture 13. Alberto looks (*angry, crazy, funny*).

Picture 14. Alberto's car has a (*bumper, dent, trunk*) in the fender.

Picture 15. Alberto looks (*tired, happy, upset*).

## D. INFORMATION

The underlined words are followed by a short explanation.



### Buying a Used Car

If you want to buy a used (not new) car, be cautious (careful). Examine (look at) the car carefully and take it for a test drive (drive it before you buy). If possible, get an expert (professional) mechanic or a friend who knows cars to examine it. The salesman will probably offer you a loan (want to lend you money) if you don't have the full amount (all the money). Before you accept (take) the loan go to a bank. They usually give you a better rate of interest (you pay less for a loan). Before you buy make sure (be positive) that the car has a Safety Standard Certificate (it shows that the car is safe to drive). If not, then you can't drive it until you get the certificate and it might be very expensive. When you pay for the car, make sure the salesman:

1. signs the back of the motor vehicle permit (ownership paper)
2. gives you the Safety Standard Certificate
3. gives you a bill of sale (receipt)

You have to take these three things to a Licence Issuing Agent (licence office). At the Licence Issuing Agent you will have to:

1. pay the Sales Tax
2. show your driver's licence
3. prove (show) that you have car insurance

If this is your first car in Canada, the insurance will be very expensive. After the first year of insurance it will get cheaper unless you have an accident.

### Accidents

If you have an accident you must (have to) stop. Call the police immediately. If nobody is injured (hurt) and the damage is less than \$400 then you don't have to call the police but if you aren't sure what to do or if the other driver doesn't co-operate (isn't helpful) then call the police. In a minor (small) accident you have to get this information from the other driver:

1. his name, address, and telephone number
2. his driver's licence number and vehicle permit number (licence plate number) and the year and make (type) of his car.
3. his insurance company's name and his policy number.
4. the date, time and location (place) of the accident.
5. if the police were involved, the name and number of the officer (policeman).

Give this information to your insurance company right away. They will do the rest.

## E. CORRECT THE MISTAKES

Each sentence has a mistake. Correct the sentences

1. Alberto is dreaming to a car
2. He wants buy a car
3. Do you wants to buy a car?
4. Does you husband have a driver's licence?
5. They can't to buy a car.
6. They don't has enough money.
7. In Ontario, you have to have 16 years old to get a driver's licence.
8. My brother doesn't old enough to drive.
9. Next year he is going get his licence.
10. Last year my father has an accident.



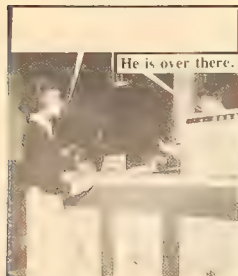
# REVIEW

What do they say? Write in the words.

A. I'd like to \_\_\_\_\_.

1. Sonia wants to speak to the manager.

What does she say to the cashier?



2. She wants to get a refund.



3. Sonia wants a money order.



4. Alberto wants to make a long distance call to Buenos Aires, Argentina.

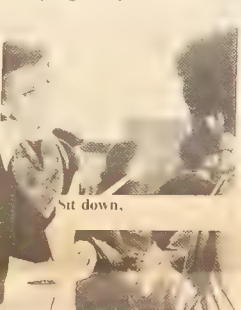


B. Will

I'm going to get the newspaper.



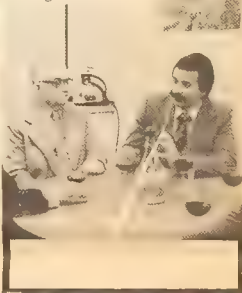
I'm going to buy a coffee.



I want to get up.

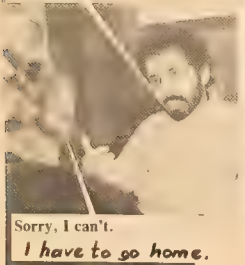


I'd like to make a long distance call.

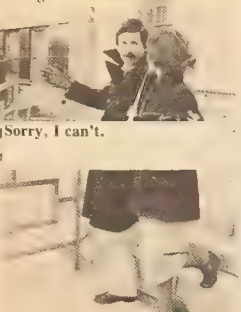


C. I have to

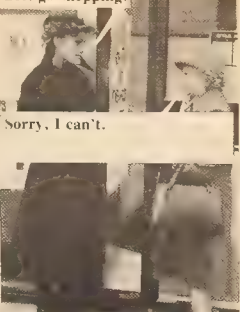
Lets go to a movie after lunch.



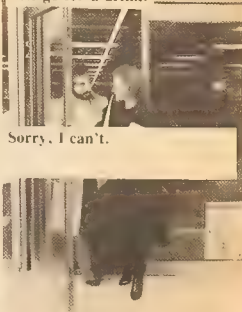
Lets go for a walk.



Lets go shopping.

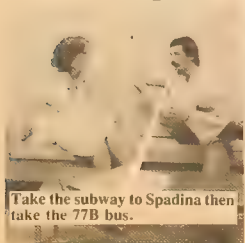


Lets go for a drink.

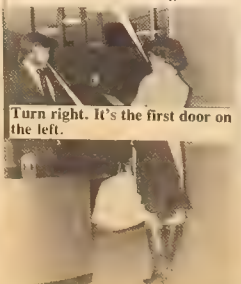


D. Asking Directions

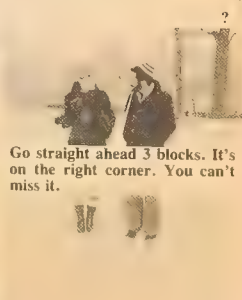
How do you get to York and Bay St.?



Immigration?



the Bloor station?



## ANSWER KEY

## STORY 1

- A. 1. F  
2. T  
3. F  
4. F  
5. T  
6. F  
7. F  
8. T  
9. T  
10. F  
11. T  
12. F

- C. (a) 1. worried  
2. unhappy  
3. at home  
4. where he is  
5. receiver
- (b) 1. happy  
2. a kiss  
3. each other  
4. together again

D. (a)

Sonia (**is, am, are**) from Argentina. She (**speak, speaks, talk**) Spanish. In Argentina, she (**live, lived, is**) in Buenos Aires. Buenos Aires (**has, does, is**) a big city. Now, she (**lives, living, lived**) in Toronto. Toronto is a big city too. Sonia (**came, comes, leave**) to Canada in April, 1977. she flew with American Airlines. She came (**from, to, in**) Canada alone. Her brother, Alberto, met her (**on, to, at**) the airport. She (**is, was, were**) happy when she saw him. Afterwards, they went (**in, at, to**) his house. They (**talking, talked, talk**) to friends and (**had, has, were**) a good time.

Sonia's parents (**are, is, am**) in Argentina but her brother and sister - in-law (**is, are, am**) in Canada. Sonia (**write, writes, writing**) her parents once a week. She misses them very much but she (**liking, like, likes**) Canada and wants to stay here.

- E. 1. A mechanic repairs cars.  
2. A pilot flies an airplane.  
3. A stewardess serves food on an airplane  
4. A travel agent sells airplane tickets.  
5. An Immigration Officer checks travellers' passports.  
6. A Customs Inspector checks travellers' luggage.  
7. A journalist writes for a newspaper.  
8. A photographer takes pictures.

## STORY 3

- A. 1. F  
2. T  
3. F  
4. T  
5. T  
6. F  
7. T  
8. F  
9. T  
10. T  
11. T  
12. F
- B. 1. appointment  
2. job  
3. interview  
4. nervous  
5. start  
6. weekends  
7. overtime  
8. experience  
9. necessary  
10. patio  
11. apply
- C. 1. Good luck  
2. Please have a seat  
3. How did it go?  
4. I'll let you know
- D. 1. in  
2. between  
3. on  
4. in front of  
5. under  
6. beside

- F. 1. A cashier operates a cash register  
2. A waitress is a woman who serves food in a restaurant.  
3. A waiter is a man who serves food in a restaurant.  
4. A bartender mixes drinks.  
5. A busboy cleans off the tables.  
6. A manager supervises a business.  
7. A cook prepares food.

## STORY 2

- A. 1. F  
2. F  
3. F  
4. T  
5. F  
6. T  
7. T  
8. F  
9. F  
10. F  
11. T
- C. 1. What's your address?  
2. How many years did you attend school in your country?  
3. Are you married?  
4. Have you studied English before?  
5. Is that an apartment or a house?  
6. How long did you study English?  
7. How long have you been in Canada?
- E. 1. double cream, no sugar  
2. black  
3. double sugar, no cream  
4. double, double  
5. just sugar  
6. just cream  
7. I prefer tea
- F. 1. cream  
2. careful  
3. attends  
4. pardon  
5. regular  
6. register  
7. students  
8. break  
9. information  
10. office
- D. 1. sports jacket  
2. shirt  
3. earring  
4. blouse  
5. scarf  
6. sweater  
7. skirt  
8. pants

## STORY 4

- A. 1. T  
2. F  
3. F  
4. T  
5. F  
6. F  
7. T  
8. T  
9. T  
10. T  
11. T  
12. F
- B. 1. head  
2. ear  
3. shoulder  
4. arm  
5. knee  
6. ankle  
7. foot  
8. finger  
9. hand  
10. chin  
11. neck  
12. wrist  
13. elbow

- C (a) 1. her friend  
2. Donna  
3. go  
4. Sonia  
5. Sonia  
6. wait  
7. Sonia  
8. Stay off  
9. worry  
10. come back
- (b) 1. She told him to watch out.  
2. The doctor told Sonia to rest.  
3. The receptionist asked Sonia to wait.  
4. The doctor had to take an X-ray  
5. He told her to call a cab.  
6. Donna told Sonia not to worry.  
7. He wanted Sonia to go to the hospital.  
8. Sonia was worried about her job  
9. Sonia hurt her ankle.  
10. They took a cab to the hospital  
11. The receptionist asked her some questions.

- D. (a) 1. I'll be back  
2. I'll be back  
3. I'll be back  
4. He'll be back
- (b) 1. I'll be there  
2. I'll be there  
3. She'll be there  
4. He'll be there

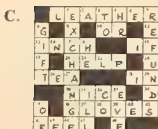
## STORY 5

- A. 1. F  
2. T  
3. T  
4. F  
5. F  
6. F  
7. T  
8. T  
9. T  
10. T  
11. T
- B. 1. attic  
2. bedroom  
3. bathroom  
4. bathtub  
5. toilet  
6. cupboards  
7. kitchen  
8. living room  
9. basement  
10. furnace
- C. apt. lrg. bldg. utl. incl. rm. evgs. wkends. bsmt. bath. avail. rm. furn. wk. bedsit.
- apartment large building utilities included month evenngs weekends basement bathroom available room furnished week bed sitting
- D. 1. older  
2. cleaner  
3. bigger  
4. newer  
5. closer  
6. closer  
7. farther  
8. cheapest  
9. dirtiest  
10. largest
- F. 1. 3  
2. 6  
3. 4  
4. 7  
5. 11  
6. 10  
7. 12  
8. 2  
9. 8  
10. 5  
11. 13



## STORY 6

- A. 1. T  
2. F  
3. T  
4. F  
5. F  
6. T  
7. T  
8. F  
9. T  
10. T  
11. T  
12. T  
13. F  
14. T  
15. T



- B. 1. cup  
2. saucer  
3. knife  
4. tablespoon  
5. teaspoon  
6. soup bowl  
7. plate  
8. fork  
9. stove  
10. pot  
11. frying pan  
12. apron  
13. pitcher  
14. glass  
15. napkin  
16. tablecloth

- D. 1. I'll have  
2. I'll have  
3. I'll stay; I'll watch  
4. I'll make  
5. I'll go; we'll go  
6. they'll stay

- E. (a) 1. big  
2. old  
3. tall  
4. heavy  
5. expensive
- (b) 1. size  
2. age  
3. height  
4. weight  
5. price
- (c) 1. try on  
2. put on  
3. turn on  
4. put it on  
5. try them on  
6. turn it on
- (d) 1. thing  
2. one; body  
3. where  
4. thing  
5. where  
6. one; body

## STORY 8

- A. 1. T  
2. F  
3. F  
4. T  
5. T  
6. F  
7. T  
8. T  
9. T  
10. F  
11. F  
12. T

- B. 1. waving  
2. hill  
3. rope  
4. laughing  
5. wearing; clothes  
6. rink  
7. holding Sonia up  
8. enjoying  
9. fun  
10. fall down  
11. taking off  
12. bench  
13. fence  
14. tobogganing

- C. (a) 1. Sonia doesn't know how to speak Chinese.  
2. Sonia doesn't know how to drive a car.  
3. Sonia doesn't know how to cook very well.  
4. Sonia knows how to type.  
5. Sonia knows how to dance the tango.  
6. Sonia can play the guitar.  
7. Sonia can't swim.  
8. Sonia doesn't know how to make lasagna but she knows how to make spaghetti.

- (b) 1. Knows how to fix a car  
2. Knows how to type  
3. Knows how to cook  
4. Knows how to fly an airplane  
5. Knows how to repair a toilet  
6. Knows how to take pictures  
7. Knows how to fill out an income tax return  
8. Knows how to do many things  
9. Knows how to cut hair  
10. Knows how to build kitchen cupboards

- (c) 1. what  
2. where  
3. what time  
4. how  
5. when  
6. which one  
7. what kind  
8. who
- D. 1. Skating  
2. Going  
3. Watching  
4. Cleaning  
5. Dancing  
6. Washing  
7. Saving  
8. Spending  
9. Climbing  
10. Playing  
11. Smoking

## STORY 7

- A. 1. F  
2. F  
3. F  
4. T  
5. F  
6. T  
7. T  
8. F  
9. T  
10. T  
11. T  
12. T  
13. F

- B. (a) 1. sick  
2. Prices  
3. hard  
4. mail  
5. homesick

- (c) 1. alone  
2. simple  
3. senior citizen  
4. reduced

- C. 1. easy  
2. nice  
3. difficult  
4. expensive  
5. cheap  
6. delicious  
7. buy  
8. drive  
9. make  
10. learn  
11. do

- (b) 1. difficult  
2. platform  
3. map  
4. fare  
5. cheaper

- D. 1. obtain  
2. become  
3. buy  
4. becomes  
5. received  
6. obtain  
7. receive  
8. becomes  
9. receive  
10. buy

- E. 1. city hall  
2. bank  
3. barber shop  
4. hardware store  
5. variety store  
6. Brewers' Retail  
7. L.C.B.O.  
8. service station  
9. drugstore  
10. optometrist's

## STORY 9

- A. 1. F  
2. F  
3. T  
4. F  
5. T  
6. T  
7. T  
8. F  
9. F  
10. T  
11. F  
12. T

- B. 1. windshield  
2. windshield wiper  
3. hood  
4. traffic light  
5. headlight  
6. bumper  
7. licence plate  
8. signal light  
9. tire  
10. hub cap  
11. sidewalk  
12. trunk

- C. 1. dreaming  
2. couch  
3. lap  
4. lot  
5. expensive  
6. shape  
7. drive  
8. kitchen  
9. booth  
10. for  
11. back  
12. scared  
13. angry  
14. dent  
15. upset

- E. 1. Alberto is dreaming about a car.  
2. He wants to buy a car.  
3. Do you want to buy a car?  
4. Does your husband have a driver's licence?  
5. They can't buy a car.  
6. They don't have enough money.  
7. In Ontario, you have to be 16 years old to get a driver's licence.  
8. My brother isn't old enough to drive.  
9. Next year he is going to get his licence.  
10. Last year my father had an accident.

## REVIEW

- A. 1. I'd like to speak to the manager please  
2. I'd like to get a refund please  
3. I'd like to get a money order please  
4. I'd like to make a long distance call to Buenos Aires, Argentina.
- B. 1. Relax, I'll get it for you  
2. Sit down, I'll get you one  
3. I'll help you  
4. I'll make it for you

# To the teacher

Over the years, teachers have been asking for material that can be read and enjoyed by the very beginning student of ESL — the students for whom even the one dot articles in Newcomer News present too demanding a challenge. The "Sonia" segments were prepared in response to those requests.

This booklet brings together the nine "Sonia" photostories that appeared in Newcomer News this past year along with exercises which can be done by students studying on their own as well as in a classroom.

The photostory is based, though loosely, on the very popular Italian "fotoromanza". The idea of using this combination of print and photographs occurred to me when I began reading fotoromanzas (available in variety stores throughout Toronto) in an attempt to learn Italian. The language was natural and appropriate to the situation; the visual clues helped in figuring out unknown language items. And, like most people, I enjoyed reading a story however melodramatic many of those stories may have been.

What the Sonia segments lacked in excitement, we hoped to make up for in practicality. Sonia faces a number of basic situations: how to find a job, learn the language, deal with an accident on the job and make sense of new cultural experiences. Teachers who want to follow up on

these topics may find the free Citizenship Branch publication **Orientation Resources** a useful reference guide.

**Cheryl Creatore** prepared the first two segments.

**Guenther Zuern**, in consultation with Joan Freedman and me, is responsible for the remaining ones as well as for the accompanying exercises.

We want to thank a number of people for their help in preparing these photostories: Mr. J. Garfinkel and Mrs. Bernadette Chevrier for volunteering to play the roles of Sonia's parents; the owners of Café Marika and the Coffee Mill Restaurant and staff at the Mount Sinai Hospital, Marks and Spencer, and the Toronto Dominion Bank for permission to photograph on their premises.

Finally we want to thank those teachers who took the time to reply to our questionnaire on the photostory. Your interest encouraged us to put out this publication into which we have incorporated many of your suggestions. Keep writing or call 965-4331. We welcome your help.

**Lillian Butovsky**  
Language Training Advisor





# SUGGESTIONS ON HOW TO USE THE STORIES AND EXERCISES

Guenther Zuern

First of all we would like to thank all those people who sent their suggestions in to Newcomer News. The responses made us aware of the great breadth of usage that the photo stories have. The spectrum runs from speech therapy for aphasics to remedial reading classes in elementary school. Our suggestions however, and the ones we have chosen will be limited to the photo stories' primary intention which is as an aid in the immigrant ESL classroom. Even within this, there is a broad range of learning situations and specific needs. The needs of the adolescent in a secondary school ESL program differ sharply from those of the elderly adult in a part - time evening program. The photo stories, we believe, can be adapted to suit all of these environments.

## Initial presentation

Initial presentation of the photo story could be preceded by explanations of any vocabulary items whose meaning the class would have difficulty determining from the story itself. Such preparatory work should be selective because the students would probably derive more benefit by having to struggle for the meaning given only the visual and contextual cues the story provides. Expressions such as "How about meeting at Cafe Marika?" would be more meaningful in the visual context of the story than in an attempted explanation by the teacher.

When the story has been handed out the class can be instructed to follow as the teacher reads aloud. This is primarily to give a model for pronunciation and a second reading would prove fruitful in most cases. The ideal situation would be to play a tape recording. A recording could be easily made by the teacher with some help from colleagues and the different voices and range of expressions would make the dialogue

more realistic. Also the tape would be reusable for further work or other classes.

The students will probably not understand everything and should be given the opportunity to ask the teacher questions. During this question period it would be best not to correct the students. The objective at this stage is meaning, not form. Once most of the problems regarding meaning are resolved, the teacher can read the dialogue or play the tape for each picture and have the class repeat chorally after each one. Troublesome words and phrases can be repeated more often as required.

## Following the introduction

Following this introduction to the story the teacher can pursue many paths. The teacher can ask the students comprehension questions, at first demanding only short answers and later, full sentences. The roles can be reversed and the student will ask the teacher questions about the story, but at this point the correct form of the question should be stressed. The students can ask each other questions as well. This would be an opportune time to do the true and false exercise, "Did You Understand the Photo Story?"

Many students have trouble with symbol - sound associations. The teacher can work on this by picking out the various symbols representing one sound in a story. Story #2 for example has many occurrences of the sound /i/ represented as ee, ea, and e. This sound can then be further elaborated by contrasting it with /l/ which comes up often in this story as well.

## Input primarily from students

The photo story can be used as a basis for vocabulary expansion and discussion by describing the characters and situations in more detail.

The story can be embellished by discussing possible preceding and following scenes to some of the incidents. All along, the input should be coming primarily from the students and they should be encouraged to express themselves. For slower students a more rigid approach may be necessary. Pick out relevant sentences or ones which utilize a particular grammar item and use them in substitution drills, with both choral and individual responses. Sentence building drills could also be employed.

## Written exercises

Some of the written exercises emphasize specific grammar items. A normal presentation of the item can be given to the class and then reinforced by reference to the story and discussion of the item's usage in the story, then further reinforced by doing the written exercise. The written exercises will probably be more useful if interspersed throughout your work with the photo story and used selectively as reinforcement of your oral/aural work.

## Reinforce meaning and usage

Many useful expressions and grammatical constructs appear in the stories. Some of the written exercises extract specific items from the story and rather than mechanically manipulate the item (eg. I have to go; He has to go; They have to go etc.) they use only one form of it and manipulate the context by substituting situations suitable to the proper use of the item (eg. I have to go home early because my wife is sick; I have to go now because I have a doctor's appointment.) Our thinking is that such an approach will reinforce the meaning and usage and facilitate transfer of the item to a real life situation. This approach can be similarly employed in the classroom by choosing the

item you wish to work on from the story and creating different situations in which it can be used. This can be taken one step further by then having the student play roles and act out the situations. Some of the visual situations in the story can be expanded by making up dialogues which go beyond the exchange in the picture. By embedding the target item in various relevant dialogues, the correct usage can be taught in a more functional manner. Such an approach is useful for less literate students who seem to learn contextually rather than by analysis and the application of grammar rules.

Greater realism can be created by relating the locales to specific ones in your students' community. Names of hospitals, stores, restaurants etc. can be changed to local ones and other things such as directions can be made community specific as well.

## More advanced students

With more advanced students, the technique of substitution can be extended to greater heights. The story can be read or acted out with them substituting synonymous responses for each picture (eg. Story: I'd like to speak to the manager please. S1: Could I please speak to the manager. S2: May I speak to the manager, please.) They could individually write longer dialogues for some of the depicted situations or create them orally as a class. The photo story could serve as a launching point for composition or research assignments. In terms of teaching grammar, the stories have an obvious application in practising indirect speech and indirect questions. They also lend themselves well to verb tense changes and conditionals (eg. If her ankle is broken she'll have to stay in the hospital; If the customer hadn't bumped into her, she wouldn't have hurt her ankle;

If I were Sonia, I'd . . . etc.) With advanced students grammar items could be dealt with in a more analytical manner. Some examples of possibilities are the use of comparatives in Story #5 for describing apartments (more convenient, less luxurious, cheaper etc.), gerunds in Story #8, separable verbs and the uses of will in Story #6.

The information sections of the exercises can be the basis for informal discussion and orientation, giving students a chance to ask questions about these topics or any problems they might be having. Sufficient interest could lead to a relevant field trip or the invitation of an informed speaker.

## Make a kit

Kits for individual work can also be developed. The story can be cut up into individual pictures (with the numbers removed) and the student given the task of arranging the pictures in proper sequence. Each picture's number can be printed on the back or an answer key provided. Another possibility would be to blank out the words in pictures where the response is stereotyped by the context or made relatively predictable by the visual cues. The student must then supply his version of the responses.

In summary, the photo stories can be adapted and employed effectively in many different learning situations. They are designed primarily as a stimulus for the teacher and as a basis for more elaborate classroom work. We hope that you find them useful and of benefit to your students. If you have any suggestions or comments please write or telephone to:

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Citizenship Branch  
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77 Bloor St. West  
Toronto  
Telephone 965-1192



We welcome comments and suggestions from both students and teachers. Please take a moment and fill out this questionnaire. It will help us plan for the future. Thank you.

## STUDENTS:

How long have you studied English? \_\_\_\_\_  
 Does this booklet help you? \_\_\_\_\_  
 Do you do the exercises alone or in class? \_\_\_\_\_  
 Are the exercises too hard? \_\_\_\_\_  
     too easy? \_\_\_\_\_  
     just right? \_\_\_\_\_  
 Do you enjoy the photo stories? \_\_\_\_\_  
 Do you want photo stories in future issues of NEWCOMER NEWS? \_\_\_\_\_  
 What kind of stories or topics do you want to see in future photo stories? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Should we continue to include photo stories in NEWCOMER NEWS? \_\_\_\_\_

Do you have any comments or suggestions on the format, topics or themes of future photo stories? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## TEACHERS:

Please describe your class or program (full or part-time, adults or children, geographic location, etc.) \_\_\_\_\_  
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Additional comments: \_\_\_\_\_  
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 \_\_\_\_\_

What is the approximate level of English? \_\_\_\_\_

Have you found this booklet helpful? \_\_\_\_\_

How have you used it? \_\_\_\_\_  
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Please send completed questionnaire to:

The Editor

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